

Orchard PDN

104 Derby Road, Chellaston, Derby, Derbyshire, DE73 1RF



Inspection date

24 April 2015

Previous inspection date

21 July 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children are safe and secure at the nursery because staff are vigilant in their supervision. Staff implement robust safeguarding and welfare procedures. They carry out comprehensive risk assessments to ensure the premises are free from any hazards.
- Staff know the children well. They complete regular, precise assessments of the children. They use these effectively to plan for children's next stages of development. As a result, children make good progress in their learning and development.
- Children have developed strong bonds with their key person. Staff throughout the nursery speak to children in a calm, caring manner. Consequently, children's emotional well-being is catered for effectively.
- Children enjoy their play because staff plan activities around their interests and developmental needs. Staff adapt activities to cater for children with special educational needs and/or disabilities, and children who speak English as an additional language. As a result, all children make good progress.
- Staff foster children's communication and language skills well. They encourage purposeful conversations and ask children questions. This helps children to use their language effectively and think about what they are doing.
- Partnerships with parents are strong and the two-way flow of information helps to ensure children's individual needs are met. Parents are actively involved in their children's learning and development.

It is not yet outstanding because:

- The manager does not always make best use of monitoring arrangements. She does not include specific groups of children within this process, to check they are making rapid progress.
- The outdoor area is not planned well enough to allow babies to regularly explore and learn outside.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the monitoring process, to include all groups of children with identified needs, to ensure all children make rapid progress
- provide an even more enabling and welcoming outside environment for babies, so that they have more opportunities to explore and investigate outdoors.

Inspection activities

- The inspector spoke to members of staff and children at appropriate times during the inspection. She held a meeting with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector observed children at play, both inside and outside.
- The inspector sampled a range of documentation, including planning, children's records, and evidence of the suitability of staff, policies and procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Janice Hughes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a secure understanding of how to promote children's learning through play. They provide a broad range of learning experiences that challenge children. The quality of teaching is good. As a result, children are acquiring the necessary skills for future learning. They listen and concentrate well and have positive attitudes towards their learning. Staff engage children well during group times. For example, children are enthused and excited as they sing popular songs and listen attentively to one of their favourite stories. This encourages them to think and use their language skills effectively. Toddlers have many opportunities to help develop their physical skills. They climb and pedal tricycles skilfully. Babies enjoy painting and discovering different media as they create pictures. They show they are active learners and express their creativity.

The contribution of the early years provision to the well-being of children is good

Staff create a friendly and nurturing nursery where all children blossom and thrive. Children demonstrate that they are comfortable in their surroundings from an early age. Overall, staff provide a well-resourced environment, both inside and outdoors, to promote children's natural curiosity. However, the outside area used by babies does not encourage the high level of outdoor exploration offered to children of other age groups. Staff promote good hygiene procedures and encourage the children to use their self-help skills effectively. Children are beginning to learn about healthy lifestyles and how to keep themselves safe. Children are well behaved. They receive constant praise which boosts their self-esteem. They play harmoniously together, sharing toys and taking turns. Staff effectively prepare children as they move through the nursery and on to pre-school. There are good links with other settings the children may attend, to provide continuity in children's learning and care.

The effectiveness of the leadership and management of the early years provision is good

Leadership is strong. The manager is experienced and passionate towards her role. She maintains a safe, secure environment. There is an effective vetting and induction programme in place. This ensures staff are suitable to work with the children. Ongoing supervisions help the manager to identify staff's strengths and weaknesses. Staff are well qualified and supported to develop their practice through ongoing training opportunities. This has a positive impact on children's learning and development. For example, staff use their training in sign language to support children in developing their communication skills. This is particularly effective with those children who are starting to learn English. The manager monitors the children's progress. However, she does not monitor the progress of identified groups of children. For example, gifted and talented children's progress is not tracked well enough to check they are making rapid progress. The manager and her team reflect critically and have identified improvements for the nursery. As a result, they are improving the quality of the service the nursery offers. Partnerships with local authority and outside agencies all contribute to providing continuity of care for children.

Setting details

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|------------------------------------|-----------------------------------|
| Unique reference number | 258408 |
| Local authority | Derby, City of |
| Inspection number | 867120 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 55 |
| Number of children on roll | 53 |
| Name of provider | Orchard Private Day Nurseries Ltd |
| Date of previous inspection | 21 July 2009 |
| Telephone number | 01332 705016 |

Orchard PDN was registered in 1995. The nursery is open each week day, from 7.20am to 6pm, all year round, except for a week between Christmas and New Year and bank holidays. The nursery receives funding for free early education for two- and three-year-old children. In addition, the nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The nursery employs 17 members of staff, of whom 15 hold appropriate early years qualifications at levels 2 and 3. One member of staff holds Early Years Professional status and two are unqualified.

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